

ROYALL ELEMENTARY

1400 Woods Road
Florence, South Carolina 29501

GRADES PK-6 Elementary School

ENROLLMENT 485 Students

PRINCIPAL Julie Smith 843-664-8167

SUPERINTENDENT Joseph S. Nelson, Ed.D 843-669-4141

BOARD CHAIR Mrs. Doris Lockhart 843-664-0050

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	68	11	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

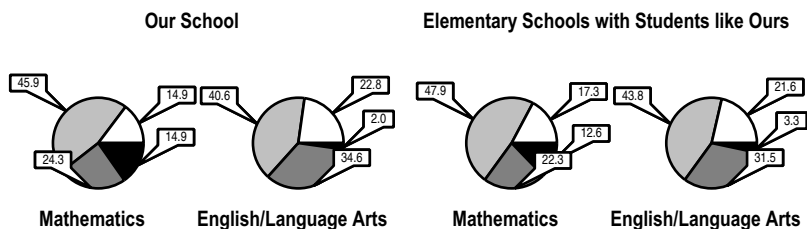
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG




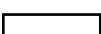
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	68	53
Percent satisfied with learning environment	100.0%	86.8%	86.5%
Percent satisfied with social and physical environment	100.0%	88.2%	80.0%
Percent satisfied with home-school relations	97.4%	88.2%	86.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	275	100.0	22.8	40.6	34.6	2.0	36.6	17.6
Gender								
Male	138	100.0	30.7	35.4	30.7	3.1	33.9	17.6
Female	137	100.0	15.0	45.7	38.6	0.8	39.4	17.6
Racial/Ethnic Group								
White	148	100.0	12.8	37.6	46.8	2.8	49.6	17.6
African-American	120	100.0	34.9	45.0	19.3	0.9	20.2	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	218	100.0	14.2	43.1	40.7	2.0	42.6	17.6
Disabled	57	100.0	58.0	30.0	10.0	2.0	12.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	275	100.0	22.8	40.6	34.6	2.0	36.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	274	100.0	19.1	42.3	36.5	2.1	38.6	17.6
Socio-Economic Status								
Subsidized meals	116	100.0	32.0	45.6	22.3	N/A	22.3	17.6
Full-pay meals	159	100.0	16.6	37.1	43.0	3.3	46.4	17.6

Mathematics								
All students	275	100.0	14.9	45.9	24.3	14.9	39.2	15.5
Gender								
Male	138	100.0	18.0	38.3	27.3	16.4	43.8	15.5
Female	137	100.0	11.8	53.5	21.3	13.4	34.6	15.5
Racial/Ethnic Group								
White	148	100.0	7.7	36.6	31.7	23.9	55.6	15.5
African-American	120	100.0	24.8	57.8	14.7	2.8	17.4	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	218	100.0	12.7	41.2	29.4	16.7	46.1	15.5
Disabled	57	100.0	23.5	64.7	3.9	7.8	11.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	275	100.0	14.9	45.9	24.3	14.9	39.2	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	274	100.0	12.9	45.6	25.7	15.8	41.5	15.5
Socio-Economic Status								
Subsidized meals	116	100.0	24.3	58.3	15.5	1.9	17.5	15.5
Full-pay meals	159	100.0	8.6	37.5	30.3	23.7	53.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	56	N/A	7.8	31.4	58.8	2.0	60.8
	Grade 4	55	N/A	9.4	49.1	37.7	3.8	41.5
	Grade 5	67	N/A	13.1	54.1	32.8	N/A	32.8
	Grade 6	60	N/A	19.6	41.1	33.9	5.4	39.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	66	100.0	6.8	23.7	66.1	3.4	69.5
	Grade 4	72	100.0	25.8	42.4	30.3	1.5	31.8
	Grade 5	60	100.0	23.2	53.6	23.2	N/A	23.2
	Grade 6	77	100.0	32.9	42.5	21.9	2.7	24.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	56	N/A	7.8	47.1	33.3	11.8	45.1
	Grade 4	55	N/A	11.3	24.5	22.6	41.5	64.2
	Grade 5	67	N/A	9.8	37.7	31.1	21.3	52.5
	Grade 6	60	N/A	17.9	39.3	28.6	14.3	42.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	66	100.0	5.1	49.2	22.0	23.7	45.8
	Grade 4	72	100.0	15.2	40.9	31.8	12.1	43.9
	Grade 5	60	100.0	12.3	45.6	28.1	14.0	42.1
	Grade 6	77	100.0	24.7	47.9	16.4	11.0	27.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 485)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.0%	Down from 5.1%	2.8%	2.4%
Attendance rate	95.4%	Up from 93.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.9%	Up from 11.9%	17.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.8%	Down from 12.5%	8.2%	8.0%
Older than usual for grade	2.3%	Down from 2.6%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	55.9%	Up from 50.0%	50.0%	50.0%
Continuing contract teachers	100.0%	Up from 85.3%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.6%	Down from 88.1%	88.5%	86.2%
Teacher attendance rate	95.3%	Down from 95.9%	95.6%	95.3%
Average teacher salary	\$40,069	Up 1.4%	\$40,499	\$39,909
Prof. development days/teacher	9.3 days	Up from 8.6 days	10.9 days	11.4 days

School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio	20.1 to 1	Up from 17.8 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 88.8%	90.0%	89.7%
Dollars spent per pupil*	\$6,264	Up 30.2%	\$5,695	\$5,892
Percent spent on teacher salaries*	65.0%	Down from 65.2%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instruction, teaching staff, resources, parental involvement, discipline, and learning environment. Royall's success in achieving this goal has resulted in the following state and national recognition during the 2002-2003 school year.

Palmetto Gold Award for Academic Achievement - SC State Department of Education

Red Carpet School Award Recognition - SC State Department of Education

Reading Renaissance Master School Candidate - Institute for Academic Excellence

Designation as a "Closing the Gap" School - SC Education Oversight Committee

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by all members of Royall's faculty and staff. Our commitment to the highest academic standards, our consistent enforcement of school procedures, and our mutual trust and respect have resulted in a learning environment that is conducive to professional and personal growth.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and of the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a variety of special projects.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy program, expand our offerings in the areas of science and mathematics and enhance the integration of technology into our instructional program.

Royall Elementary School is an innovative, exciting place where students learn to think critically, to cooperate with others, and most importantly, to love to learn! We are all proud to be members of ... "The Royall Family!"

Julie Smith, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.